



**Forum Program
Memorial High School Auditorium • January 31, 2022**

Thank you for attending the School Board Candidate Forum, especially our candidates! A recording of the forum will be available on the ECASD website on Tuesday, February 1, at <http://www.ecasd.us/District/Board-of-Education/Spring-Election-Information-Board-Candidates>

Forum questions capture a range of knowledge and experiences associated with effective School Board leadership. The three written questions you see below were shared with candidates in advance. Candidates were allowed up to 500 words to respond to each question. Some of the forum oral questions also were shared with candidates in advance, while other oral questions are impromptu. This combination of advance written, advance oral, and impromptu oral questions affords candidates an opportunity to showcase different skill sets.

Please see the last page of this program for acknowledgements, a link to the forum feedback survey, and a link to information about past and future Board of Education meetings. Thank you!

Candidate Personal Information and Advance Written Questions

QUESTION 1 Why do you want to serve as a member of the Board of Education for the Eau Claire Area School District?

QUESTION 2 What factors make a district especially attractive to the top potential teachers, administrators, and other staff members? In other words, what would the ECASD need to offer new recruits to make us a *destination district*? What advantages might attract outside families to the ECASD for their children’s education?

QUESTION 3 The School Board’s Equity Statement plays a central role in Board policy and decision-making. In the Equity Statement, the Board articulates its commitment to eliminating all forms of discrimination and oppression. For this question we focus on race. Please tell us about your goals in your current position as they relate to race equity. Then, describe a time when your goals led to identifying and/or eliminating a race-based inequity.

Mrs. Melissa Winter



Education

B.S., University of Wisconsin-Eau Claire, Nursing
Associate Degree, Chippewa Valley Technical College, Accounting

Current Position

Registered Nurse, Mayo Health System • Eau Claire

Contact Information

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QUESTION 1 “I want to be a voice for Eau Claire community members/stakeholders who do not feel their elected officials are listening to their thoughts and concerns. My goal is to restore their faith and trust in the approachability and accountability of the school board in which I serve.”

QUESTION 2 “Who better to answer the question of how to retain and recruit than our existing teachers, administrator, and staff. I feel these people have the experience to judge and to offer an opinion on what would make ECASD a destination district. We need to ask them. I feel addressing the district’s percentage of students declining proficiency or advanced test scores by focusing on the core subjects of English, Math, Science, and Social Studies will attract outside families to the ECASD.”

Mrs. Melissa Winter (continued)

QUESTION 3 "In our family, we encourage and expect our children to put forth their best effort so they can achieve whatever it is they desire. As any parent knows, each child is unique and special in their own way with different strengths and challenges. We use these challenges to learn, grow, and become stronger individuals. As a biracial family, we teach our children to look internally at their character, performance, and accomplishments to attain endless opportunities and success."

Dr. Stephanie Farrar



Education

Ph.D., University at Buffalo (SUNY Buffalo), English
M.A., University of California, San Diego, Literature
B.A., University of California, Davis, English and Philosophy

Current Position

Associate Professor of English and Affiliate in Women's, Gender, and Sexuality Studies
University of Wisconsin-Eau Claire

Contact Information

<https://www.facebook.com/Stephanie-Farrar-for-ECASD-School-Board-102249439014079>

QUESTION 1 "I believe in public education as the foundation of opportunity in this country. As a professor, parent, and advocate, I am committed to ensuring an excellent education for all students and a fulfilling professional environment for teachers and staff. Education is the profession that makes all professions possible, so we should do everything we can to make sure all students have what they need to succeed. I believe that my experience and my willingness to listen and learn make me a good candidate."

QUESTION 2 "I believe that Eau Claire already has begun to make itself a destination district. As a regional hub in Special Education services and a leader in social and emotional development, ECASD is moving in the right direction.

As an early advocate for, and now parent of a student in the Dual Immersion Program, I can say that this program is what convinced me that my biracial and bilingual family can thrive in this community long-term. This program is already helping to retain highly skilled workers in our community at the university and local hospitals, and I know from other parents in the program that it is attracting families from Minneapolis, Philadelphia, and other locations. This program is also an opportunity to strengthen connections between the university and K-12 education by building opportunities for UWEC language and education students to work in ECASD, and stay in the community after graduation. I believe that investing in Eau Claire's growing diversity is strength we can build upon.

There is more we can do to attract and retain the highest qualified teachers and staff. I know that teachers and staff have gone above and beyond to provide the best possible instruction during constantly changing and challenging circumstances during the pandemic. Teachers and staff deserve our trust, respect, and support. They also deserve competitive wages for the critical and highly skilled work they do. Teachers and staff deserve professional development that is relevant and engaging, and they deserve to work in a safe, productive environment where everyone feels included and valued.

I am proud to send my children to Eau Claire Area schools, and I would be proud to represent and advocate for our students, teachers, and staff on the School Board."

QUESTION 3 "As a professor, my goals in relation to equity in relation to race are focused on content, methodology, and student achievement. I incorporate texts by authors who are racial minorities in all my courses--not as the occasional token--but as central to understanding American literature. For example, in my "19th century American Women's Literature" course I draw on texts by Indigenous, Black, Chinese-American, and Mexican-American writers, in addition to white writers from different backgrounds. Methodologically, I situate these texts in historical context so that students are able to understand that authors of color have always been a part of American literature, culture, and identity. I also teach courses that focus in more depth on particular fields of African American literature, for instance, "Early African American Women's Print Culture," "Early African American Autobiography," and "Black Modernisms." In these courses I demonstrate for

Dr. Stephanie Farrar (continued)

students that writing from any particular "group" varies widely in its aesthetic and political goals, and that generalizations about any such group obscure important truths.

My goals lead to eliminating a race-based inequity every semester both when I read final work from students and when I receive my student course evaluations. Every semester, I see incredible gains in student understanding about American literature and culture in their essays and projects. In course evaluations, students from every racial background thank me for introducing them to texts that they have not encountered in other courses, and express gratitude for the class environment I create in which all students feel comfortable discussing, asking questions, and trying out ideas in relation to some of the most difficult topics in our nation's history. White students are often curious about why they haven't learned much about these topics and texts before, and are grateful for the engagement. Students from a variety of minoritized racial groups are often empowered by seeing examples of significant authorship and leadership from authors who looked like them and helped shape American literature, culture, and identity. By creating an inclusive curriculum and a safe classroom community, I have had success in addressing knowledge gaps that are inequitable for students of every background."

Dr. Tim Nordin



Education

Ph.D., Rutgers, the State University of New Jersey, Education Policy

M.A., Rutgers, the State University of New Jersey, Education

B.S., Iowa State University, Physics

Current Position

President, Board of Education, Eau Claire Area School District

Contact Information

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QUESTION 1 "As a first-year teacher in Columbus Junction, Iowa, in 2002, I rolled through corn and bean fields on my way to school, ready to take on every challenge and create a bright future for students. I taught science in a small, rural district that was roughly 60% Latino and 75% socioeconomically disadvantaged. There, I found many obstacles impacting my teaching and my students. I realized that I needed to learn more about the way that the public education system worked and how to create change. As I pursued further study in education and earned a Ph. D. in education policy, I realized how our system—many times through good intention—has short changed so many students. This was distressing, but also empowering. By understanding the system's flaws, I could use that knowledge to do better in public education. I knew that I would need to continue my efforts to help promote change in schools, and that I needed to act where my own children were learning.

After moving to Eau Claire, I found myself ready to serve the district we now called home. In my first term on the Board, including the past two years as Board president, we have accomplished much, including hiring a new Superintendent, reorganizing Board work and policy to focus on results for our students, and changing our district to ensure that our students, especially those we have historically left behind, have expanded opportunity to grow and succeed. With the help of my colleagues on the Board, we have committed to a powerful equity statement, advanced our work toward an environmentally sustainable district -including educating students on careers and opportunities in green energy -and delivered a clear vision for this district.

The work isn't over, and I am running for re-election to see that the change we have begun over the past two years leads to further strides. I'm running again to make sure that barriers to student learning are removed and that our staff is supported to do its best work. We need consistent leadership focused on improving the lives of our students, our families, and our community. I am proud of the work we have already accomplished and am excited for the opportunity to help this district keep moving forward."

QUESTION 2 "Eau Claire is a growing city, with exciting opportunity for young families looking for an urban area that still maintains a sense of community that may be lost in larger cities. Beyond an exciting small city, our district must provide a

Dr. Tim Nordin (continued)

premier environment for teachers and staff. By recruiting and retaining the best, we ensure that our students will receive the top-quality education that Eau Claire expects. Successful staff leads to successful students, and successful students create a beacon for all to come to Eau Claire schools. Three factors can contribute to this.

First, the district must be nimbler in its hiring practices. We must use our status as a regional leader to grow deeper connections with training programs at UWEC, CVTC, across Wisconsin, and in the Twin Cities to make sure that a diverse field of teachers and other staff in training get experience in our district. Then, we must have the flexibility to always hire great candidates.

Second, we need to create a culture among staff that values their effort, that embraces their talent, that encourages their passion, all while supporting them as human beings. Under my leadership, the Board has created clear guidelines regarding district culture and expects that teacher voice, principal leadership, innovative programs, and district-wide collaboration be the norm, rather than the exception. We have seen the district embrace those expectations, though there is much work to accomplish.

Third, we must support staff in the most obvious way, through highly competitive pay. By supporting our employees financially, we make it possible for them to do their best work. We must find ways to ensure that every one of our staff members receives appropriate compensation for their work. This requires commitment on the part of the entire community but is critical to the ongoing success of ECASD.

By supporting an incredible staff, we will see powerful student results that will attract more families to our district, and we already have a greater demand than we can accommodate for innovative programs such as Gateways, the Arctic Zone, and our dual-language immersion program, among others. We must expand increase our capacity for this sought-after programming to continue to grow our district.”

QUESTION 3 “In 2015, my family moved to Eau Claire, following my wife’s career as a physician at Mayo. At that time, we made the decision that I would become a stay-at-home parent for our two sons. It has been an enormously rewarding experience. As our boys have grown into teenagers, my parenting time has become more flexible. This flexibility allows me to serve as Board president with a particular focus, and my work on educational equity, started twenty years ago in my teaching job in Iowa, has never been more important.

Our educational system does not succeed equally for all, with structures, policy, and practice that harm student opportunity and success. Glaringly, these structures discriminate against students of color, and they also impact poor students, special education students, English language learners, and more. In ECASD, we know that barriers to student success are unacceptable, and I am fully committed to removing them. Without working for true educational equity, without giving each student the support they need to succeed, we fail our students and our community.

We would like to say that such structures are not part of our schools, but ECASD students of color -most often African American, Latinx, and students of two or more races -have been consistently disadvantaged by district structures, including reduced access to upper-level courses and over-representation in special education as well as discipline. And when we recognize the structures that cause this, we realize that they harm not only our students of color, but students across the race and class spectrum. Removing barriers to success and increasing support and equity impacts every student positively.

I am happy to have worked alongside the district to eliminate race-based inequities wherever we find them. For example, rather than tracking students into low- and high-level coursework, a practice that consistently produces both racial and class inequities as students of color and poor students are systematically routed more often into low-level courses, we now make sure all students receive our top-level curriculum, and we have increased access for all students to Advanced Placement coursework in high school. While this removes a racial inequity, truly all students benefit by receiving the strongest learning experience the district can offer. When we work to increase equity, we improve the lives of all in our schools.

My Board colleagues and I have worked tirelessly over the past two years to infuse the imperative of serving each student by removing barriers and providing equitable opportunity to all throughout every level of the district. We must continue this focus to achieve our mission of being a district that truly prepares students to live creative, fulfilling, and responsible lives.”

Mr. Josh Ingersoll



Education

B.A., University of Wisconsin-Eau Claire, English Education

Current Position

Audio Tech, Pablo Center at the Confluence • Eau Claire

Contact Information

<https://www.facebook.com/Josh-Ingersoll-Teacher-Advocate-for-ECASD-School-Board-111502411435132>

QUESTION 1 “To bring a teacher's voice to the table, to address practical systematic issues, and to deal with the effects of constant technological engagement that have gone unaddressed for too long. Back in the day, if you asked your mom, “Can I bring this thousand dollar toy to school in my pocket?” What do you think she’d say? This new era snuck up on us all, and so quickly, and has changed so much of every aspect of life, yet for the most part we have ignored it. We can’t afford to ignore it any longer. A certain contingency of community members have found a voice protesting masks and quarantines, but what does being “in school” mean if your child is sitting on their phone all day? We need to give kids back their autonomy, and teach them how to interact with one another. If there’s a fight in the hallway, kids aren’t stopping it, or joining it. They’re filming it. I’d rather have a room filled with spitballs, paper airplanes, and laughter, than bent-necked adolescents who only come alive to lip sync the occasional tiktok video. With a collective effort we can make this happen, and we dare not wait much longer.”

QUESTION 2 “Teachers need a voice in the direction of the district and how its resources are used. And they need recourse should speaking their mind make them targets of the bureaucracy. In the turmoil of recent history, their voices, grievances, and ideas have been left out of the conversation. We need to empower them, not silence them. They have all the practical experience, and no agency. This needs to change.

In terms of broad appeal, we need to start looking at schools more holistically. When parents are chatting about " the good school to go to," they don't say things like, "The test scores at _____ are great!" They say, "This school is just wonderful, Billy loves his teachers."

Happy, healthy, valued teachers make a happy healthy environment. We are accountable to the parents, and parents just want a healthy and fulfilling environment for their children. I think we get bogged down in politics and rabbit holes sometimes, when it's really just that simple.”

QUESTION 3 “At Chippewa Falls High School I openly discussed racial issues, gave a voice to minority kids who had experienced racism, and hosted a group of frustrated teens who felt the school had not addressed their issues in good faith. I actively addressed racist comments, ultimately butting heads the higher admin and HR who continue to deny the rampant racism in that district. They are currently dealing with several ACLU complaints.”

Dr. Corey Cronrath



Education

Doctor of Osteopathy, Midwestern University, Occupational and Aerospace Medicine • Downers Grove, IL

Master’s Degree, University of West Florida, Public Health

B.S., University of Mary, Biology • Bismarck, ND

Current Position

Director of Occupational/Employee Health, Marshfield Clinic Health System • Eau Claire

Contact Information

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YouTube: Search You Tube for Corey M Cronrath or go to link below

<https://www.youtube.com/channel/UC7Qn9aMVe2L9CUjBa8aRUYw>

Dr. Corey Cronrath (continued)

QUESTION 1 “There is no greater honor than giving back to the communities that have supported you. Public education holds a special place in my heart. Coming from a lower socioeconomic background, I was dependent on the public schools. Today, because of public schools and the US military I am a dual board certified physician with a Master in Public Health. Now, it is time for me too give back!

The highest functioning organizations have diversity of thought on their boards. For example Google has the CEO, 3 computer scientists and 6 non computer scientists on their board. Diversity of thought allows the board to tackle issues from multiple different angles. ECASD is a wonderful district with challenges like all others. The school board currently has 5 of 7 members in education and could use someone with a different perspective to address the issues at hand of failing to graduate 132 students or 16.4% of seniors, the loss of 548 students or 4.7% of the student body in 2021 and increasing discipline incident counts from 302 in 2017 to 359 in 2019.”

QUESTION 2 “Purpose and culture create destination employers. All one needs to do is look around at some amazing Wisconsin brands, such as Kwik Trip and Festival foods. Both organizations have focused on customer service and character of their employees. This along with strong authentic servant leaders, providing guidance to the team is what ECASD needs to become a destination district.

It is a six step process that needs to be in place to achieve this. First, a shared vision with the community, school administrators, principles, teachers and staff is needed. Second, board governance is the best structure to set the environment without micromanaging. Third, a strategic plan must be created with the mission and vision in mind and values must be used in the decision making process. Fourth, alignment of all departments and schools needs to be achieved. Alignment requires exceptional communication from the board, school administrators, and principals. Fifth, continuous improvement must be implemented. This step requires teachers to receive individualized data on their performance and they must have the ability to take this information and convert it to knowledge and wisdom that can be acted upon. Sixth, is seeing the results of your actions. These results should be compared to ourselves from previous years and to comparative districts.

Today ECASD has some of these aspects in place and is lacking in others. If we complete this process we will create an environment that students, teachers and staff will want to be part of and our retention rates will climb. Our students will go through the system and those that choose a profession in teaching will go off to university and return. They will recruit their friends and the fly wheel will spin in a positive direction. We can and need to do this!”

QUESTION 3 “I believe in creating environments that bring people together, not ones that drive them apart. My life experiences of growing up in poverty, serving in Afghanistan and treating patients in inner city Chicago taught me that humans are not separated by the color of their skin, but by their environments.

My best friend, during my elementary years was Darius he and I did not act much different, because we were in the same environment. He was black and I was white. Serving in Afghanistan my life was dependent on Milton and Wendell and their lives were dependent on me. I did not see brown, black and white. I only saw green and

they saw the same. We did not act much different, because we were in the same environment. Treating patients in inner city Chicago I treated patients of all races and ethnicities. Guess what? Disease effected them all, no matter their race. My patients in Chicago suffered a higher rate of chronic disease because they were in the same environment, poverty. Our environments are what separate us, not the color of skin.

I believe the ECASD equity statement is divisive and will not achieve it’s goals. The statement needs to be revised. Not repealed, revised. We do great things and have amazing successes when we work together, not when we are divided. We need to get to the true definition of equity. Providing resources to those that are lacking them, no matter the color of your skin!

For a better understanding of the ECASD School Board Equity program please see my video:
<https://www.youtube.com/watch?v=xqr6PtGqFOI&t=12s>”

Mrs. Nicole Everson



Education

Bachelor's Degree, Vocational Rehabilitation, University of Wisconsin-Stout

Current Position

Outreach and Recruitment Coordinator, Mega Rentals, Inc. • Eau Claire

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QUESTION 1 "I am a mom of two who have gone through 4 different schools in our district and my family has benefited from talented teachers investing in my kids. This is my home and I believe in the importance of public education for a strong city.

I am running to put the PUBLIC back in PUBLIC schools. I can bring new ideas, a unique perspective and diversity to the board so it's more representative of our entire community. I am committed to maximizing each and every student's academic potential and to freeing our teachers from excessive administrative burdens so they can focus more fully on student needs. Families are asking for transparency in the curriculum and to be viewed as partners in education of their children, so my goal is to have an open dialogue with staff and community members so that we can all better support the future leaders of our community."

QUESTION 2 "First, we need to be truthful with the community by acknowledging that the ECASD is struggling with teacher retention. As a board member, I'd hope to facilitate better communication with staff so that the board can better understand their frustrations, the reasons for their burnout, and why they are leaving. I believe we need to stop expecting our teachers to also act as classroom social workers and psychologists so that they can focus on being the professional educators they were trained to be. If we desire to attract top talent in the district, new teachers will want to know that their pay will be competitive, the expectations will be reasonable, their skills and diverse viewpoints will be respected, and they won't be micromanaged at an administrative level. And finally, as a community we can hold our teachers to high standards at the same time as recognizing them for their efforts and supporting their work.

We also are losing students to neighboring districts and to homeschooling at a rate that is higher than the state average. While this might be COVID-related, it might also be specifically related to the quality of our virtual and hybrid learning during COVID. We need to do a ruthless self-examination to learn why students are leaving. Is it because of the elimination of certain accelerated and enriched classes? Is it because of student behavior problems in the schools? Are we failing to address the increasing mental health issues? Have families felt that their views were unwelcome or disrespected? We must make sure our student needs are being met and return to basic fundamentals of teaching and learning in our classrooms in order for families to trust us with their kids. I believe we can and must accomplish this together."

QUESTION 3 "I acknowledge that this question asks us to focus specifically on race-based inequity, but as a board member I intend to focus on inequity everywhere I see it. I will focus on the children in Special Education classrooms that don't experience an inclusive setting or intersect with the general student population during their entire school day. I'll focus on the gifted students who have gotten bored and started disrupting the class since losing the academic challenge of their accelerated coursework. I'll focus on every student of a single parent that is not a racial minority, but still doesn't have enough resources at home or someone to help them with their homework. All students deserve the opportunity to learn in an environment free from discrimination and division and I intend to encourage the board to move towards a wider definition of equity, not narrower. As a lifelong disability advocate, I know what it means to empower individuals to rise above their current circumstances to pursue their hopes and dreams and I will bring every bit of that passion and experience to this position."

Dr. Marquell Johnson



Education

Ph.D., Oregon State University, Exercise and Sport Science (Concentration: Movement Studies in Disability; Minor: Exercise Physiology)
M.S., University of Wisconsin-La Crosse, Exercise and Sport Science (Concentration: Adapted Physical Education)
B.A., Huntingdon College, Human Performance and Kinesiology • Montgomery, AL

Current Position

Professor of Kinesiology and Director of Rehabilitation Science
University of Wisconsin-Eau Claire

Contact Information

<https://www.facebook.com/Marquell-Johnson-for-Eau-Claire-Area-School-District-School-Board-106864344820142>

QUESTION 1 “This is my second year serving on the ECASD School Board. I was appointed to the ECASD School Board in May 2020 and re-elected to serve a 1-year term in April 2021. As a School Board Commissioner, I have advocated on behalf of both students and teachers when tasked with considering proposed policies and requests from district administrators and the community at large. My desire to continue serving on the ECASD School Board is centered on the creation of inclusive learning environments and transformative learning experiences for all students; ensuring appropriate supports and professional engagement opportunities for ECASD teachers and staff; serving as a direct conduit for the community to district administration to ensure educational learning accountability and stewardship of district resources. A lot of change has taken place over the last two years including a change in district leadership, staff turnover, a new school board governance model, and educating through a pandemic to name a few. I would like to ensure these changes can be utilized in a manner that serves the district positively moving forward. Continuity of school board membership has been shown to be a desired trait for an “effective” school board. In the last ten years, our board has not had anyone serve longer than 5-6 years. The turnover in membership has contributed to inconsistent oversight and accountability of district administration. Lack of continuity could also contribute to inconsistent academic achievement policy for all students and needed supports for teachers and staff when outcomes and fiscal resources prioritized change with school board membership.”

QUESTION 2 “For ECASD to become a destination district, efforts should be made on both retention of current staff and recruitment of newer staff. A higher rate of staff retention is one indicator of a positive school district climate. Regarding retention efforts for current staff, the district needs to do a better job of authentically listening and addressing staff concerns. The morale of educational professionals is very low due to the continuation of the pandemic, reduced community support for education, and less than desirable building climate. Care for the caregiver programs should be established to address mental health and morale of current staff. More intentional and authentic lines of communication between administration and staff should also be encouraged. Financial support for teacher and staff salaries should be a priority to ensure competitiveness with other district but also to demonstrate the Eau Claire community’s commitment to public education. The recruitment of newer staff into the district should align with the other positive things happening in the community. Community investments have been made to other entities to address the population growth that has been happening for a while in our area. As we reinvest in local businesses and amenities, we should demonstrate a reinvestment into public education. A reinvestment in public education, competitive salaries, transparent leadership, commitment to EDI issues, and continued population growth of our community are all attractive characteristics for future education professionals. The district should also be intentional in its recruitment efforts by working collaboratively with surrounding university teacher education programs; development of public/private relationships that support “grow your own” initiatives that identify and financially support local high school students and/or current support staff into the education profession. These efforts might also lend themselves to diversifying the educational workforce which has been shown to have positive impacts of the education of all students.

Eau Claire is currently the 8th largest city in WI and has experienced significant population growth since 2010. Our district currently serves the most students with disabilities, most English Language Learners, most students of color in comparison to neighboring districts. A reinvestment in public education through support of local referenda and possibly other public/private relationship could improve the supports provided to these students which would lead to improvements in academic achievement of all students. Improvement in academic achievement and expanding offerings in extracurricular opportunities would attract outside families to the ECASD.”

Dr. Marquell Johnson (continued)

QUESTION 3 “In my two years on the ECASD board, I have been able to play a pivotal role in equity and provide some perspective to the current decision makers of school district policy. In my role at the university, I have served as the faculty advisor for the Black Male Empowerment student group, lead UW-Eau Claire campus climate initiatives, and have been recognized by ECASD for equity initiatives. During my time on the school board, ECASD wanted to establish a framework that would guide equity work within the district. I have been intentional about ensuring that voices and concerns from marginalized groups are brought into district policy discussions. Input from these groups were also instrumental in formulating the School’s Board Equity Statement.”

Thank you, School Board Candidates!

Feedback Survey

Please share your feedback about the forum! See https://uweauclaire.qualtrics.com/jfe/form/SV_0UI5iXrgijVpKKi

Acknowledgements

Thank you to the following individuals and groups for making the forum possible!

Facilitators/Readers

- Rachel Pride, Black & Brown Womyn Power Coalition/Power Up Eau Claire
- Reed Lokken, North High School Student Representative, Board of Education
- Stephanie Sturgis, Eau Claire Association of Educators (ECAE)
- Erica Zerr and Lori Bica, Board of Education

Individuals who provided invaluable guidance on forum questions; Organizations that helped promote tonight’s forum

- Dennis Beale, Power of Perception
- Phil Lyons, Board of Education
- Pakou Thao, Black & Brown Womyn Power Coalition/Power Up Eau Claire
- Mike Johnson, Superintendent
- Eau Claire Chamber of Commerce
- Chippewa Valley Votes
- Uniting Bridges of Eau Claire

ECASD staff members responsible for communications, facilities, and technology “heavy lifting”

- | | |
|--------------------------------------|----------------|
| Teri Piper Thompson | Terri Grzyb |
| Bev Christianson | Chad Heidorn |
| Marisa Pomplun | Brian Marks |
| Abby Johnson | Melissa Martin |
| Melissa Campbell | Dave Oldenberg |
| Dominic Domeyer & student crew | |
| Memorial High School custodial staff | |

Information About Past and Future Board of Education Meetings

Please see: <https://go.boarddocs.com/wi/ecasd/Board.nsf/Public>

Questions About Anything Related to the Eau Claire Area School District

Please see: https://ecasd.sjc1.qualtrics.com/jfe/form/SV_3E0EdjbLKQr3MFL